

JOLIET JUNIOR COLLEGE

ORAL HISTORY PROGRAM

IOLA STORM

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INTERVIEWEE: Iola Storm
Louise Nelson, daughter of Mrs. Storm, was also present and offered occasional remarks

INTERVIEWER: Robert Anderson

INTERVIEWER: This is an interview with Mrs. Iola Storm for the Joliet Junior College Oral History Program on May 15, 1973, at 522 South Washington Street, Lockport, Illinois.

ANDERSON: Mrs. Storm, could you tell us please when you were born and where?

STORM: Homer Township on May 28, 1882.

ANDERSON: I was born May 27, 1946. /laughter/ We were both born in May. Did your grandfather or your father ever talk to you about what Homer Township was like back in those days? How did they get to Homer Township? Did they settle here?

STORM: They came from New York and they heard this was a good farming community.

ANDERSON: They were farmers then. How did they get here? Did they come by train or do you remember them telling you?

STORM: Train.

ANDERSON: What was the first school that you attended? You must have attended school in Homer Township.

STORM: Yes, Homer Township.

ANDERSON: Homer Township Elementary School?

STORM: Yes.

ANDERSON: How many hours per day did you go to school? Do you remember?

STORM: Went in at nine; got out at four.

ANDERSON: And what did you study? What were your basic courses that they taught you?

STORM: Oh, math, grammar, and history, spelling and reading.

ANDERSON: When you went to school, what kind of clothes were in style for students at the time? What did they wear?

STORM: High-top shoes and rather long dresses.

ANDERSON: You may think that's unimportant, but we're trying to make a correlation of what kind of clothes were in style when. You went to Homer Township School until when?

STORM: Until 1900.

ANDERSON: Oh, you graduated all the way up through Homer. Was there just one school and all twelve grades.

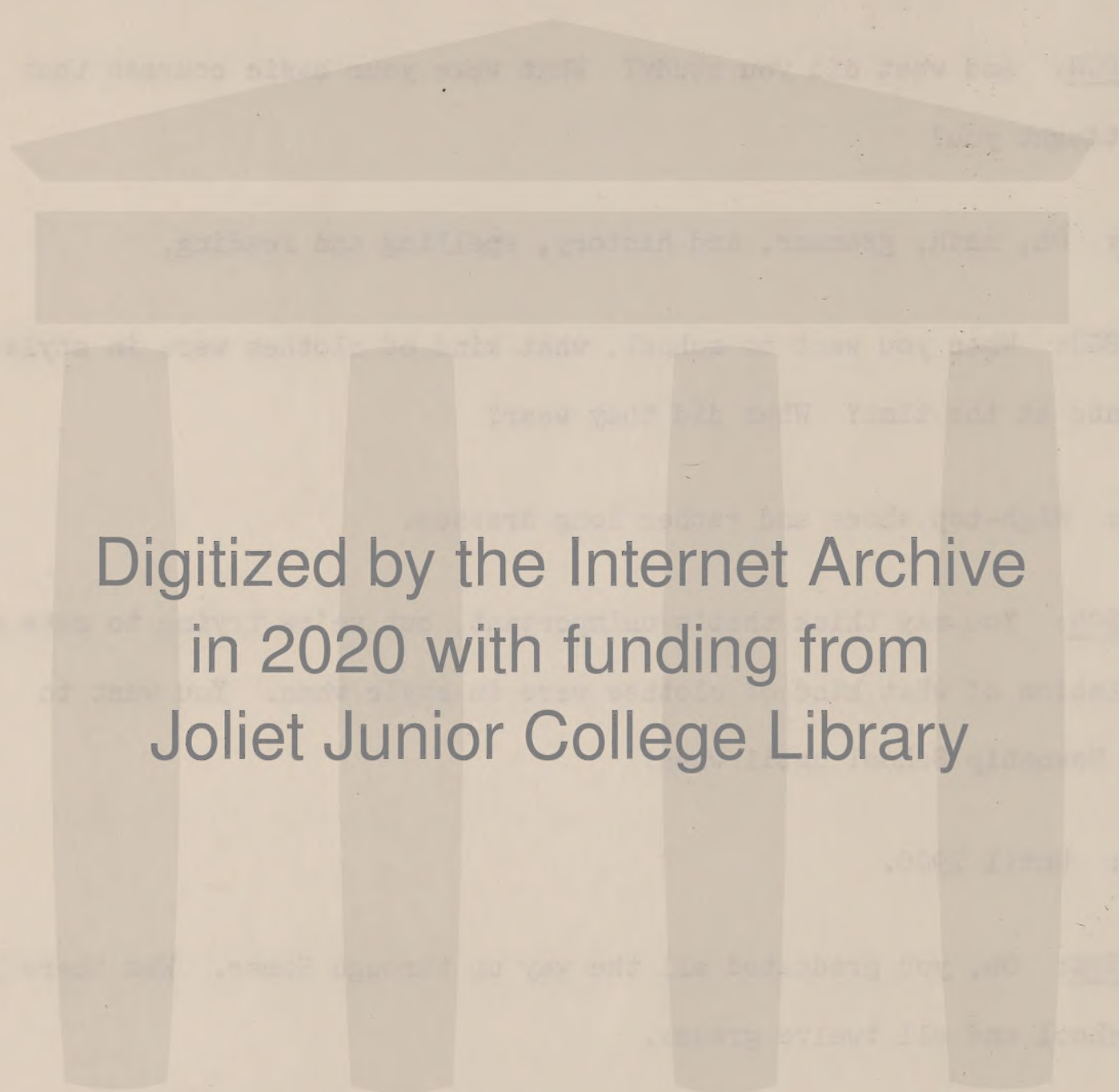
STORM: I left Homer and then in 1900 I entered the Lockport high school.

ANDERSON: And you graduated from there when?

STORM: In 1901, four years later.

ANDERSON: 1904?

STORM: Yes.



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ANDERSON: I see.

NELSON: You must have graduated in 1900. You didn't start there in 1900.

STORM: I started in 1896 and graduated in 1900.

ANDERSON: What subjects did you. . . was there any specialization back when you went to high school. Like today, students in high school can take shop classes or they can take music classes. They can kind of specialize in an area.

STORM: We didn't then.

ANDERSON: You didn't then. What were your basic subjects that you took then?

STORM: Well, English and math and Latin. I had four years of Latin. I had German. I had two years of German.

ANDERSON: Did they require that you take these subjects or did you just want to?

STORM: Well, you had to take Latin.

ANDERSON: How many hours a day did you go to school in high school? Can you remember: Was it nine to four also?

STORM: Yes.

ANDERSON: Today there's a great deal of trouble in high schools, especially in this area and in the Chicago area, with discipline problems and things like that. When you were in high school, can you think of any problems you had?

STORM: No.

ANDERSON: Why do you think that was?

STORM: Well, I don't know.

NELSON: There weren't very many students in the first place.

STORM: There weren't so many students and they didn't seem to have any discipline problems.

ANDERSON: Do you think the school rules were a lot stricter than they are today probably? When you retired in 1952, were the school rules any more laxed, more lenient?

STORM: Well, I really don't know.

ANDERSON: Okay, that's no problem. Your first job as a teacher, you told me the other day, you got your first job in 1901.

STORM: Yes.

ANDERSON: If I may ask, what was the wage scale back then for teachers?

STORM: Well, I don't know what it was in the city schools, but you see I went to teaching in a rural school. And what was my salary? It was about eighteen dollars and something.

ANDERSON: A month?

STORM: Yes.

ANDERSON: Was it the nine to four routine again every day?

STORM: Yes.

ANDERSON: And did that require. . . did you have to prepare a lot? Did you have to go home at night and prepare your lessons for the next day? Did that require a lot of extra time to do that?

STORM: No, it didn't.

ANDERSON: You taught still the basic subjects like English and math. What kind of clothes did the students wear by this time? Do you remember?

STORM: They wore just plain dresses.

NELSON: I think the little girls wore aprons, didn't they, or pinafores? The boys wear overalls?

STORM: I don't remember what the boys wore.

ANDERSON: How was the attendance at this school? Did you get a full class every day?

STORM: Oh yes, very good.

ANDERSON: I suppose the children had to work after school on the farms and things.

STORM: Oh, some of them did.

ANDERSON: Your first teaching job, I forgot to ask you, was where?

STORM: It was west of Lockport. The Spangler District.

ANDERSON: How did most of the children get to and from school?

STORM: They walked. /laughter/

ANDERSON: And how did you get to and from school?

STORM: I walked. /laughter/ I boarded near the school. I was just a little ways from the school.

ANDERSON: Were there any discipline problems in this school?

STORM: No.

ANDERSON: There were none. Things are still different now. /laughter/
When did you start college? You said you took some correspondence courses.

STORM: I took some correspondence courses from the University of Chicago.

NELSON: But you went to college before then, Mother. You went to college before you were married.

STORM: I graduated from Northern Illinois University.

ANDERSON: Did you specialize... . you must have specialized in education.

NELSON: It was only for teachers in those days. That's all it was for.

ANDERSON: What area of education did you specialize, language, science?

NELSON: They didn't specialize in those things in those days.

ANDERSON: And did you go full time to school?

STORM: Yes, What do you mean?

ANDERSON: Did you go during the day? You were teaching then. You were teaching in 1901. You were going to college while you were teaching?

STORM: No.

ANDERSON: You took a sabbatical, did you? Do you remember what subjects you took in college? Mrs. Storm, I'd like you to tell us about how you set up a classroom in a rural school where you have many different grades in one room being taught at the same time. How do you do that?

STORM: Well, you have a recitation bench and then you call the class up to that and the rest are at their seats supposed to be studying.

ANDERSON: You mean one person recites. . . I mean like you call the person from the third grade and they come up and recite?

STORM: All the third graders.

ANDERSON: Oh, all the third graders at once.

STORM: Yes, you see, I had this recitation bench and you call up, for instance, a history class; and they recite and the rest are at their seats and supposed to be studying.

ANDERSON: Were they studying all the time?

STORM: I think sometimes they listened to what was being said by the people who were up for their class.

ANDERSON: Did you ever have to discipline any of these students? Did they get rowdy in the back row?

STORM: No, they weren't. They weren't bad.

ANDERSON: Could you tell us about the Dwight school system in Dwight, Illinois, where you taught? Was that a one-room school also?

STORM: Oh, no.

NELSON: It had all the grades. First on through eighth. Each of the grades in a room. It was a city school.

ANDERSON: What grade did you teach there?

STORM: Eighth.

ANDERSON: Did you have to change your teaching methods with only one grade at a time? From the rural school to the individual grades, how did that work? How did you teach? How did you change over? You couldn't obviously use the same methods with the recitation bench and everything. Did you have that in Dwight also?

STORM: No. In Dwight I had a separate room, and they came to me for recitation. I taught all subjects.

ANDERSON: You stayed in the room and the students came to you?

NELSON: No, not in Dwight. She got mixed up.

ANDERSON: You taught all subjects in the Dwight school system?

NELSON: She had a room just a. . . oh, for instance, what did you do in eighth grade?

ANDERSON: Well, I changed classes like you do in high school. It was junior high school.

NELSON: Well, that's what she did in Joliet you see, but in Dwight I think there was just one teacher to a room and that teacher taught all the subjects.

ANDERSON: Can you remember when you started in Dwight? What date?

STORM: Well, I taught three years in Sterling. Then we left Sterling when you /Louise Nelson/ were thirteen. I went from Sterling to Dwight. About 1919.

ANDERSON: And you taught three years there?

STORM: Two.

ANDERSON: Two years there till 1921 and that's when you came to Joliet. Now what were the differences. We're going to get into Joliet now because that's where you taught longest; and we should spend a good deal of time on it, between the Joliet school system and the Dwight school system.

NELSON: The children came to her and she taught only English. That's all she taught--eighth grade English.

ANDERSON: You were an English teacher. How many classes of English did you have a day?

STORM: Five, I think.

ANDERSON: And were they an hour long a piece?

STORM: Forty-five minutes, I would say--about fifty minutes maybe.

ANDERSON: You weren't dealing with the same type of people you were in Dwight. Dwight's mostly farmers--it's a farming community. In Joliet was

was there any problems there, discipline troubles?

STORM: No.

ANDERSON: There weren't? When you first started there weren't any. How much preparation time during the day to prepare your lectures?

STORM: One free period.

ANDERSON: Did you have some time for lunch?

STORM: Yes.

NELSON: They had an hour and a half for lunch in those days. The kids went home for an hour and a half. They walked home for lunch. There was no bus service then.

ANDERSON: Did you live near the school?

NELSON: She lived near the school in those days.

ANDERSON: And you walked?

NELSON: About three blocks.

ANDERSON: And this would be around 1921, '22? And most of the students, you say, did walk?

STORM: Yes.

ANDERSON: Why did you decide to come from. . . to change jobs from Dwight to Joliet?

STORM: To be near my folks.

ANDERSON: What was the going wage scale there when you started in Joliet?

STORM: Goodness, I don't remember. Ninety dollars a month, possibly.

ANDERSON: Did you enjoy the type of classrooms where the students came to you instead of having the same class all day? Did you find that nice?

STORM: Yes, I liked it.

ANDERSON: Is this Joliet Central that you taught at?

NELSON: No, this is Faragut Junior High.

STORM: It's an elementary now, but in those days it was a junior high.

ANDERSON: You taught there for thirty years?

STORM: Yes.

ANDERSON: English?

STORM: English.

Anderson: Did you cover much literature? Did you teach just the grammar end of it?

STORM: No, both. We taught both the literature and the grammar.

NELSON: They had units where it was grammar and then literature.

ANDERSON: What were the students like in those days? Like now they have a lot of trouble down there in the junior high schools and the high schools and even elementary schools. I teach at two elementary schools myself. I teach private music, private lessons and there's a tremendous amount even

in the elementary schools of vandalism and maliciousness and nastiness going on.

STORM: No, we didn't have any of that.

ANDERSON: Did the black people, had they come to Joliet yet?

STORM: No, there were some in one of the Joliet schools. I think Washington School had some blacks, but we had just one in our school at Farragut and they liked him very much and he liked them. They called him "Snowball".

/laughter/

ANDERSON: That wouldn't be too good today, I'll tell you. When 1929, when the stock market crashed, this is of great interest to find out how it affected different people. How did it affect you as an educator?

STORM: Well, I don't think it had very much affect.

NELSON: The only affect it had is that she had no pay and I was teaching in Joliet at the same time and we didn't get any pay. We got what was called deferred checks.

ANDERSON: And what was that?

NELSON: Well, it was a certificate saying that we were to be paid but we would have to wait until there were funds to pay us and we had absolutely no cash. We lived without any cash.

ANDERSON: What did you do?

NELSON: Well, the Boston Store was run by Mr. Felman in those days and where he got his money I don't know; but he would take these deferred checks

and you would deposit them with him and, of course, they were interest-bearing so he got the interest. But, in the meantime, he provided us with clothing, with food. We even got gasoline coupons. There was a grocery store in the basement of the Boston Store at that time. We got our groceries there; we got out clothing there; we got our gasoline coupons with these deferred checks. And I was teaching; she was teaching. We had no money.

ANDERSON: What were you teaching?

NELSON: I was teaching music in junior high.

ANDERSON: Were you a band leader or. . .

NELSON: No, I had vocal music.

ANDERSON: Oh, vocal music. I'm instrumental.

NELSON: I was in one of the other junior highs.

ANDERSON: And how was the music programs affected by this?

NELSON: It didn't affect it. They continued. Everybody taught and kept on just as he had before only he just didn't get any money.

ANDERSON: Did you find a lot of your students having to quit and go to work?

NELSON: They weren't old enough in junior high to do that. No, they kept in school.

ANDERSON: Some of the people I've talked to, it seems like everybody went to work back then, I don't know.

NELSON: The average age by the time the children stayed. . . they didn't have ninth grade there. They only went through eighth grade. The age in eighth grade was only about fourteen years old. Only they weren't hiring students unless they were paper boys or something of that sort. They didn't go to work; they attended school the same.

ANDERSON: What was your salary as a teacher by 1929--during the Depression?

NELSON: I don't know how much she got. I got one hundred dollars a month. I had been getting more than that and I came to Joliet to teach and the Depression came and so the salaries were dropped. The schedule went backwards instead of forwards. I had been getting \$160 a month and I was dropped back to \$100. And I've forgotten how long I taught for \$100; but, of course, your money went much, much farther. It was a living wage.

ANDERSON: One hundred sixty dollars a month. I live on less than that a week, but. . .

NELSON: Well, I guess you'd earn about that in two days now. /laughter/

ANDERSON: Of course, it doesn't go as far either. /laughter/ You can go to the grocery store and you can drop that in one afternoon, you know.

NELSON: Right.

ANDERSON: After the Depression was all over, when was that, 1933-34, somewhere around there, Roosevelt came out with all those goodies. What happened to education then? How was education benefited? How did

Roosevelt. . . did Roosevelt do anything for education that you could see?

STORM: No, I don't think so.

NELSON: It may have over the country as a whole; but as far as Joliet was concerned, I don't know. I think that the program had been going along anyway. I don't remember that things were very much curtailed. Joliet was well known for its music program in those days and the Depression did not stop it.

ANDERSON: I've played under Archie McAllister, Jr. Maybe you could go into and tell us something about Archie McAllister, Sr., if you knew him.

NELSON: Yes, I knew him. He has sometimes been called the father of the high school band program in the United States, and he worked with the students until he developed them into a prize-winning band. They had national contests every year; and Joliet won so many times that they finally disqualified them. And they would go to the national band contests but they didn't compete because there was no band in the United States that could win over them.

ANDERSON: What do you feel made them this way?

NELSON: Well, he was a dedicated band man and he seemed to transmit that to his students. It was a great honor to go on to the Joliet Township High School Band. The program was started down at the elementary schools or you couldn't have the kind of band you get. Now before he started, there was a man by the name of James Thompson who was in the elementary schools; and if it hadn't been for Mr. Thompson, I don't think that Mr. McAllister could have had the band he did because Mr. Thompson started the program, you see,

in the elementary schools; and they worked up through that into the high school so that by the time the students got to Mr. McAllister, they were pretty good musicians already. That didn't happen over night, of course. It took a few years.

ANDERSON: There was a great deal of myth about this band dynasty in Joliet. I played in the Legion Band for two years before I went to college and I didn't have the time anymore.

NELSON: There were four junior highs in Joliet, you see; and each one had its own little group of students. It's no longer there, but there used to be a school downtown called Central Junior High and there were two buildings there. Three times a week those students went from all the elementary schools, I believe it was three times a week, and practiced over the noon hour. In the meantime, they practiced in their individual buildings; but they got together at Central School and practiced in the Central School auditorium. That partly accounts for their progress.

ANDERSON: Musically, what do you attribute their success to in terms of dynamics. . .

NELSON: Well, each child, in those days at least, I think they all took private lessons so that Mr. McAllister didn't have to spend time with the music as such and teaching them to read and that sort of thing. They already could do that. He could concentrate on dynamics and that sort of thing.

ANDERSON: Did you play anything in the band?

NELSON: No, I was teaching. Now the junior highs had a special teacher

for music in each one of the junior highs. At the end of seventh grade all the children took music. But in eighth grade they had a choice of three subjects. One was called Junior Business; one was art and one was music. Which ever one of those they chose, they went to for four times a week. Then one day was a free day so that in the music classes here again their reading was carried on. A good number of the band students, they went to music.

ANDERSON: What was happening with the vocal end of it at this time?

NELSON: We were teaching them to sing.

ANDERSON: I know the vocal end of music here hasn't been one of their. . .

NELSON: It used to be. It isn't now, but it used to be.

ANDERSON: Now they don't stress that at all. Did you have any kind of contest you went to that you took your choir to?

NELSON: No, we didn't do that. The band took precedent over that sort of thing; but there were times during the year when the students were taken to the high school for institutes and that sort of thing. Each of the junior highs would take their turns at getting music. I used to have a chorus of girls, about 120 in the chorus. I never had a mixed group. I had a boys' chorus, but the boys were not as apt to elect that as the girls were. I don't remember how many were in the boys' chorus, about 30 probably. But I was in a small junior high. It wasn't one of the big ones. I was out at A. O. Marshall, which is an elementary school now; but in those days it was a junior high.

ANDERSON: Did you hear some of those old musicians out of that 1931, '32, '33 band? I think it was those years when. . .

NELSON: When they were prize winners.

ANDERSON: They said John Phillip Sousa used to come around quite a bit. Do you remember him at all? What was he like?

NELSON: I can't say that I knew him personally. I just saw him conduct the group sometimes. I don't know if I can offer anything in the way of what kind of person he was.

ANDERSON: How did he strike you?

NELSON: I'm not sure I know just what you mean by that.

ANDERSON: Did you feel he was a great conductor?

NELSON: Yes, I thought he was a great conductor. And he commanded respect and everybody was at attention the minute he went to the podium and raised his baton. Everybody was right there. And Mr. McAllister always commanded that kind of attention, too.

ANDERSON: Yes, I know. So did his son. /laughter/

NELSON: He is the bandmaster where I teach.

ANDERSON: Oh, do you teach at Westview?

NELSON: I don't teach at Westview, but I live in the Valley View district.

ANDERSON: Well, I know Archie pretty well. I've played under him for a couple of years when he had the Legion Band.

NELSON: Well, he started the band program out at Valley View School. He's worked that up from nothing. It's a great success.

ANDERSON: Yes he's got quite a department out there. Mrs. Storm, when you retired, you said in 1952. . .

STORM: Yes.

ANDERSON: During the 1940's how was. . . were the schools prospering then? How about your budget? As an English teacher, did you have. . . did the school have to buy the books for the children? Or did the children have to buy their own?

STORM: I think that was when the school furnished books.

ANDERSON: And you were in charge of buying books?

NELSON: That was taken care of by the building principals.

ANDERSON: So you had no choice of the books you could have?

NELSON: Well, they had an English program and the teachers would get together and discuss the text and then choose one. But the same one was used throughout the junior highs.

ANDERSON: All the teachers used them. How were the budgets? Like today, they scream everytime that somebody spends a dollar. Were they kind of lenient back then in English?

STORM: Yes, I think they were.

ANDERSON: Did the students still have to go home for lunch in those days?

STORM: Yes.

ANDERSON: When did the hot lunch program come into being or has that been a recent thing--cafeterias added?

NELSON: I don't think that Farragut ever had a cafeteria, did it?

STORM: No, Farragut never did.

NELSON: Now Hufford is the junior high for the area that Farragut served in those days, and I don't think they had a cafeteria until Hufford was built; but I can't tell you what year Hufford was built. I don't know. I retired from the Joliet System in 1941 and I don't think they had cafeterias at that time in any of the junior high or in the elementary schools either. I don't know just when they came into being.

ANDERSON: What was the music programs like in the 1940's? Like today, I don't know how it is at junior high, but at Junior College they're relatively free. We spent quite a bit of money on instruments and music. And in choral music we spent a lot of money.

NELSON: When I first went out to the Valley View District, I could spend any sum I wanted to. I was getting a free hand. I was told I could spend \$500 alone on records. It was a very wealthy district at that time but at this great influx of students came in. . . . When I started out, there was only one building. It only had 98 students. Now they have about 8,000.

ANDERSON: When was this?

NELSON: This was in 1952.

ANDERSON: Before you retired from. . .

NELSON: I didn't retire until 1941. I retired and had my family, of course. Then this new district was started up. Valley View is a consolidation of six girls' schools originally. And there were only 98 students in one building. They wanted just a part-time teacher so I just went out there one day a week, which was very simple; but as the students came in and the school grew, in a very short time I was teaching full time. And then by 1962 Parkview was built which was the second school and I moved to Parkview. So then another music teacher was hired for Valley View. As schools were built, they hired more music teachers. Well, now this year in my building, we have two full-time and one part-time music teachers. The same way in art.

ANDERSON: Who teaches out there with you?

NELSON: There's Mrs. Voughn from Plainfield and I'm on part time this year because I retired last year; and then they called on me to come back again on a part-time basis, you know, with the year-round school. They need someone to teach when the teachers take their vacation, so I have what is called a short-term contract. It's a contract for 61 days or about a third of a school year. So there's a young man hired by the name of Tom Albert who has part of the music. Marcia Blaunt has part of the music and Mrs. Penzic fills in for the other classes that the other two don't have time for.

ANDERSON: Mrs. Storm, back in the 1940's, what kind of. . . did they have teacher's contracts?

STORM: Yes.

ANDERSON: And how long were they for, one year?

STORM: Yes, one school year.

ANDERSON: You didn't have teacher contracts back in the rural schools, did you?

STORM: Yes.

NELSON: They had a Board of Directors and they had
And some of the rural schools were eight months, but I think yours were all nine months. Some of the rural schools stopped early in the spring so the boys could work on the land.

ANDERSON: There's one interesting thing that we ask our ladies that we interview--about women's suffrage. Remember back to about 1920, I think it was, when women got the right to vote. Were you involved in that in any way?

STORM: No.

ANDERSON: The last person I interviewed gave quite a story about the women and one of the clubs she belonged to. . . shaking the signs, you know, things like that. Who was the first president you ever voted for?

STORM: Why, Harding, I guess.

ANDERSON: Do you think he was a good president? Did you like him? Do you remember anything about him?

STORM: No.

ANDERSON: Were you involved in politics at all?

STORM: No.

ANDERSON: What about the teachers' unions? In the rural schools I imagine there were no teachers' unions.

STORM: No.

ANDERSON: When you got to the city school, were there any then?

STORM: No.

ANDERSON: That must have been a recent. . .

NELSON: The union didn't get into the Joliet public schools until in the 1940's.

ANDERSON: How did you feel about that when the union came in?

STORM: Well, not too good.

ANDERSON: Could you tell us about it?

NELSON: As I recall, you thought it was rather unprofessional.

STORM: Yes. Yes, I did think it was unprofessional.

ANDERSON: How do you mean that?

STORM: Well, I mean that teachers and nurses, it's beneath them to strike.

NELSON: I think she felt it was beneath them to withhold their services.

It was something that needed to be continuous.

ANDERSON: That's partly true, even today.

NELSON: The children need to be taken care of.

ANDERSON: Was there any union disturbances then? How did the administration feel toward this when the union came in? How did they react? Did they issue any statements against. . .

STORM: No, they didn't.

NELSON: Well, I was out of the system by the time they came in. As I remember, I don't think that they were pleased; but I don't think they tried to fight it in any way.

ANDERSON: Do you know if there has ever been a teachers' strike in Joliet?

NELSON: Yes, but not until very recently within the last ten years.

ANDERSON: Oh, I see. In fact, I saw one last year.

NELSON: But they're a very recent thing in Joliet.

ANDERSON: I didn't know that, because a lot of places when the union comes in, there's problems, you know. I was a union official myself in a factory. I don't know if I'd be a part of any teachers' union or not.

NELSON: Teachers have their own organizations. Most schools have a teacher association and a number of places that takes care of the problem.

ANDERSON: Well, I suppose I've run out of questions to ask you. You've been very, very helpful. Is there anything you'd like to add?

STORM: No, I can't think of anything, do you?

NELSON: Well, you asked her about discipline as such. Before she retired it was beginning to become a problem. It hadn't been for a good number of years, but by the time 1952 came along, it was beginning to become a problem.

ANDERSON: Did the students start giving you a rough time?

NELSON: No, it hadn't got that far, but they just weren't quite the well-behaved, well-mannered students that they had been.

ANDERSON: I remember when I was in high school back in junior high school back in 1961, somewhere around there, '59, '60, I sure didn't like the English Department /laughter/. I didn't care for English at all. It wasn't one of my finer areas. Well, now I suppose it's gotten all out of hand in the schools. They're just letting them run ragged. The administration then must have been a lot more strict. I mean if you made a mistake in school, they fired you right out the door. They didn't play with you back then, did they?

NELSON: You mean the students or the teachers?

ANDERSON: The students.

NELSON: It meant something in those days to be expelled. It doesn't do much anymore.

ANDERSON: Did you ever have anybody thrown out of class?

STORM: No.

ANDERSON: Did any of your students over the many years that you taught, do you know any of them that have turned out to be something great that you

might have influenced, do you think?

STORM: Well, no, I don't think of anything just now.

NELSON: A good many of the professional people, especially the doctors in Joliet, were all students of hers.

STORM: Yes.

ANDERSON: I think all teachers influence. You've got to like education to get somewhere.

NELSON: I remember a very complimentary thing that she helped them immensely in their English courses.

STORM: Dr. Kung, Dr. Polley.

NELSON: I don't know them all. There's a number of them, but I don't know their names. Every once in a while I'll meet somebody and say, "Was Mrs. Storm your mother?" I'd say, "Yes." "Well, she was my English teacher."

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